DOCUMENT RESUME

ED 079 277 SP 006 682

TITLE	Para-Professionals Handbook.
INSTITUTION	Carroll County Public Schools, Hillsville, Va.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	38p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Policy; Adult Education Programs; *Board of Education Policy; *Paraprofessional School Personnel; *Personnel Policy; *Teacher Aides

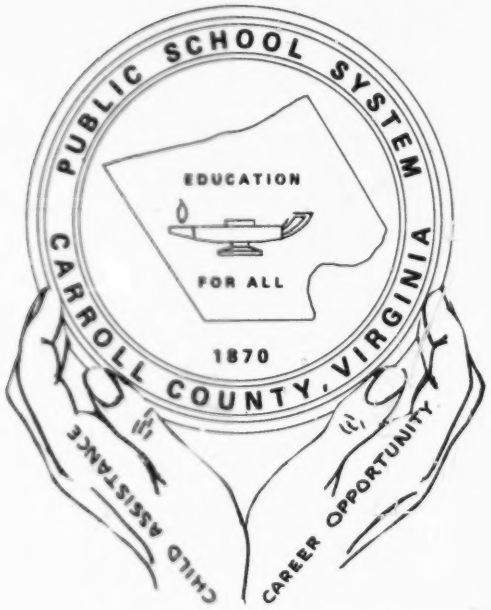
ABSTRACT

This handbook documents the role of the teacher aide as a member of the instructional team in the Carroll County Public Schools of Virginia. The text is divided into five main sections: administrative policies and procedures, degree and licensed program, professional policies, health and safety, and career wage scale for paraprofessionals. The first section explains the responsibilities of the superintendents, school principals, and teachers in relation to the paraprofessional. The second section presents the requirements for all four steps in the career lattice of the paraprofessional: the beginning teacher aide, the teacher aide, the parateacher aide, and the licensed teacher aide. The third section deals with policies that apply to the paraprofessional in a training program, school, and professional organization. The fourth section presents health services available to the paraprofessional and explains rules concerning building and fire safety, accidents, and field trips. The fifth section presents the pay scale for paraprofessionals in Carroll County and the forms used for employee records. (BRB)

ED 079277

PARA-PROFESSIONALS HANDBOOK

CARROLL COUNTY PUBLIC SCHOOLS



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HEAD START

TITLE I ESEA

BASIC ADULT EDUCATION

CAREER OPPORTUNITY PROGRAM

TITLE III ESEA - CAREER DEVELOPMENT

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CARROLL COUNTY PUBLIC SCHOOLS
P. O. BOX 456
HILLSVILLE, VIRGINIA 24343

OFFICE OF SUPERINTENDENT

TELEPHONE 728-2501

Para-professionals constitute a strong supporting force in every area of professional life. This is particulary true in the field of education.

The teacher aides of the Carroll County School System are para-professionals who are intelligent, dedicated and well trained to successfully fill an important supporting role to the professional staff of the school system.

In view of the nature and quality of the contribution of these para-professionals it is altogether fitting that the range of their status and activities should be set forth in detail in a "Handbook of Policies."

This Handbook largely the result of the work of Aides themselves, has been approved and adopted by the Carroll County School Board. In its entirety the Handbook is now a part of the official school policy of the Carroll County Public Schools.

Ernest R. Worrell
Division Superintendent

I

THE TEACHER A I D E S SHOULD BE

A lways conscious of a child's needs and search for ways to help meet these needs;

I n search of new methods of reaching each child assigned to her position;

D oing all they can while working as a member of a team of teachers to develop a pleasurable and profitable experience for teachers and aides while providing an effective method in assisting children, and

E njoying their work. One cannot succeed in a position she does not enjoy. Students are mirrors in which teachers and aides can see themselves. Each must be willing to give of themselves and accept others, and the teacher-aide must be

S ure they understand what is involved in being an aide and are willing to cooperate with other aides, teachers, consultants, administrators and other personnel.

by Rachel Slate, Teacher Aide
Carroll County Public School

II

CENTRAL PLANNING COMMITTEE FOR TEACHER AIDES

Teacher Aides

Mrs. Mabel Dalton	Dugspur
Mrs. Dorothy Gardner	Fancy Gap
Mrs. Lucella Lewis	Gladesboro
Mrs. June Nichols	Hillsville Elementary
Mrs. Dorothy Hawks	St. Paul
Mrs. Nancy Lawson	Laurel
Mrs. Patricia Tickle	Laurel Fork
Mrs. Edith Jones	Mt. Bethel
Mrs. Betty Lou Cox	Oakland
Mrs. Laura Berry	St. Paul
Mrs. Rachel Slate	Sylvatus
Mrs. Judith Robinson	Vaughan
Mrs. Jewel Lineberry	Woodlawn

Teachers

Mrs. Sherl Worley	Gladesboro
Mrs. Hazel Horton	Hillsville Elementary
Mrs. Oneta Turner	Laurel Fork
Mrs. Euna Faye McAlexander	Laurel Fork
Mrs. Frances B. Puckett	St. Paul

Principals

Mr. Charles Smythers	Hillsville Elementary
Mrs. Ninevah Willis	Laurel Fork & Gladesboro

Central Office

Mr. Joseph N. Berry, Assistant Superintendent for Federal Programs
Mr. Owen Bowman, Supervisor of teacher aides
Mr. Frank Hawks, Assistant Director C.O.P.

CARROLL COUNTY PUBLIC SCHOOLS
ASSISTANT SUPERINTENDENT
FOR FEDERAL PROGRAMS

Hillsville, Virginia
24343

Telephone 728-9823
Area Code 703

November 30, 1972

Dear Colleagues:

This Para-Professional (teacher aide) Handbook represents many hours of brain-storming, group discussions, editing, and re-writing in an effort to document those things which the Carroll County School System has during the past six years been doing for teacher aides. The Carroll County School System began using teacher aides during the Summer of 1965 in the Head Start Program and teacher aides were first used in Title I ESEA Program during the Summer of 1966.

In 1967 Carroll County received funds through Title III, ESEA to train teacher aides in workshop situations so that they would be more competent to perform those duties which classroom teachers expected of an aide.

In 1970 the United States Office of Education granted to Carroll County one of two Career Opportunity Programs in Virginia for the education of teacher aides. Continuation of the C.O.P. Program as a means of education for the teacher aides has resulted in a two track program. One track leads to a college degree and a Collegiate Professional Certificate in education; the other track leads to development of a teacher aide staff which will continue to work in this county as a member of the instructional team with children.

By means of this handbook the teacher aides, supervisory, and administrative staff of Carroll County Public Schools has documented the role of the teacher aide as a member of the instructional team. The current Carroll County Teacher Policy Handbook has been used as model to study and formulate the policies pertinent to teacher aides. The Carroll County School Board has a history of applying to the teacher aides all possible personnel policies established for teachers.

The teacher aides have given the leadership necessary for development of this document. They also see a great need for the Virginia State Department of Education to develop standards and credentials for para-professionals who work with children. It is our belief that these standards should take the form of some licensing requirements established by the State Board of Education for a State License for Teacher Aides.

This document was given final review and was adopted as policy governing the teacher-aide staff of Carroll County on June 13, 1972 by the Carroll County School Board. We feel deeply indebted to the following for their assistance:

Carroll County School Board
Mr. John Adams, Chairman-Pine Creek District
Mr. James Tompkins, Vice Chairman-Pipers Gap District
Mr. Clayton Vernon- Fancy Gap District
Mr. Joe L. Chappell-Sulphur Springs District
Mr. Sebert Sisson-Laurel Fork District

Administrative and Supervising Staff
Mr. Ernest R. Worrell, Superintendent for Instruction
Mr. Bernard Tally, Assistant Superintendent

State Department
Mr. Franklin A. Cain, Supervisor Teacher Education
Mr. Nile Smythers, Assistant State Supervisor, Title I

Sincerely yours,

Joseph N. Berry

Joseph N. Berry
Assistant Superintendent
For Federal Programs

JMB/mbb

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HANDBOOK OF CARROLL COUNTY TEACHER AIDES

I. ADMINISTRATIVE POLICIES AND PROCEDURES

Administrative Responsibilities

Superintendent

The Division Superintendent of Carroll County Schools is the executive officer of the Carroll County School Board and is responsible to that body for the administration of its policies.

The Division Superintendent shall, subject to the approval of the Carroll County School Board and State Board of Education, carry out policies and regulations for instruction, materials, textbooks, personnel, record-keeping, transportation, maintenance, and other obligations of his office.

Assistant Superintendent for Instruction

The Assistant Superintendent for Instruction is responsible for the supervision of the classroom instructional program and he carries out such other duties as he may be assigned by the Division Superintendent and School Board.

Assistant Superintendent for Federal Programs

The Assistant Superintendent for Federal Programs is responsible for the administration and supervision of all Federal School Programs for the County.

Supervisors of Para-Professionals

The Title I Supervisors of para-professionals will assist teacher aides as they perform instructional tasks. They will assist in the development of local in-service plans for teacher aides in which the primary focus will be to help the aides translate the content of university work into refined classroom methodology.

I. Administrative Policies (continued)
Title I Specialist

The Title I Specialist will assist the teaching team as they work with children in the area of reading and language development.

Psycho-Motor Diagnostic Teacher

The Psycho-Motor diagnostic teacher will serve as a resource person for the improvement of psycho-motor skill for children in Title I schools. She will assist the para-professional or teacher responsible for the physical education program with programs designed to meet the needs of children.

School Principal

The school principal is the legal administrational and instructional leader in his school.

THE ROLE OF THE PRINCIPAL AND THE TEACHER AIDE

A. Enhancement of the child's educational progress through the co-operative efforts of the teacher-aide and the principal.

Anyone, who has been involved with a child's continual educational growth, realizes that many outside, as well as inside, influences are involved. The teacher-aide, as well as the teacher and principal, is an essential part of the child's continual educational process. Through the co-operative efforts of the teacher-aide, the teacher, and the principal, the child's continual educational progress should be enhanced.

B. Specifics

1. The principal, as the educational leader in the school, has the same responsibility to the para-professional as to the teacher.

2. The principal has direct supervision of the para-professional and assigns her duties.

3. The principal utilizes the attributes of the para-professional to enhance group interaction to bring about solutions to educational problems as these problems affect the children and the teaching team.

4. The principal utilizes the talents of the para-professional to develop a school staff better designed for individual children to learn.

5. The principal formulates plans whereby the para-professional is given the opportunity to serve as a liaison between community and school.

6. The principal should recommend persons in the community who are eligible to be a para-professional.

7. Para-Professionals should be given a copy of the school's handbook at the beginning of the year. A copy of the school and county handbooks should be on file and accessible.

8 The principal organizes the school day to allow time for the teacher and para-professional to plan cooperatively. He also allows the para-professional time for specific planning.

ROLE OF PARA-PROFESSIONAL IN CARROLL COUNTY PUBLIC SCHOOLS

I. Philosophy

The role of the para-professional in the primary, elementary, and intermediate grades is to broaden the total effectiveness of the Carroll County School Program.

The para-professional assists the teacher to better meet the child's need for security, continuity, and stable social, physical, mental, and emotional development.

By sharing in the responsibilities of the classroom, the para-professional relieves the teacher to do more individualized instruction or supervision in areas of greatest need. This shared responsibility allows greater time for the teacher to work with children who have the greatest educational need.

Para-professionals vary in educational background and experience, and because of this, and the para-professional career lattice, there will be a variation in the duties they are qualified to assume.

Through the combined influence of both the teacher and para-professional, any child is better

able to meet the demands placed upon him in this ever-changing society in which he lives.

The para-professional makes a positive and visible contribution to the development of an acceptable system of values among pupils.

II. The Role of Para-Professional Personnel in Working with Children

The original role of the para-professional was limited to relieving the teacher of menial tasks, permitting her to spend more time with instruction. However, as aides become increasingly more competent through experience and in-service training they become involved to greater extent in working directly with children. While this work is under the direction of a professional, it places increased responsibilities on the para-professional. Following are responsibilities that are basic to any member of the para-professional staff.

1. Be knowledgeable. Know the children with whom you work. Know their limitations, strengths, and family environment. Generally this information should be available through conferences with the teacher and case studies.

2. Be prepared. No one can hope to adequately assist others when they themselves are not familiar with the subject area. Be sure that needed materials, aids and facilities are congruent for the best possible learning experience.

3. Be honest. If you aren't turning the children on, notify the teacher, she may be able to advise in a new approach or make other arrangements that will work.

4. Be alert. Be aware of learning problems whether physical or mental. All problems should be reported to and discussed with the teacher-team leader.

5. Be consistent. Para-professionals should report discipline problems to the teacher. Para-professionals should work with teachers in detection and correction of discipline problems.

6. Be pleasant. Enjoy your work A smile will often reassure a child and relieve tension, making for a better learning situation.

II. The Role of Para-Professional Personnel in Working with Children (continued)

7. Be professional. Often para-professionals are exposed to confidential records and information concerning children. Under no circumstances should this information be discussed outside of school.

A. The para-professional can help children by:

1. working with reading groups
2. reading stories to and listening to children
3. reading to individuals
4. encouraging each child through sound psychological practices to improve his self-concept. (Helping the child to experience success and providing individual attention, such as greeting, and listening to child's problems are ways to encourage growth of adequate self-concept.)
5. helping children display work
6. assisting in emergencies--torn clothing, scraped knee, etc.
7. using personal talent to help children (art, music, story telling, etc.)
8. helping children find reference or supplement materials
9. giving special time to special children's projects, such as 4-H, talent shows, etc.
10. giving each extra help in subjects where assistance is needed (catch up work due to absence)
11. encouraging good personal health habits
12. helping the child with problems that are not academic, such as social, emotional, etc.
13. helping with formal spelling words, or to spell "their word"
14. helping develop skills to recognize words by phonics, sight or other appropriate techniques

II. A. How the para-professional can help children (continued)

15. assisting each child in delightful ways to use the library

16. encouraging completion of work

17. encouraging multi-activities that spark creativity

18. encouraging each to advance improvement in his play skills

19. encouraging research

20. encouraging self evaluation through checking for accuracy

21. encouraging participation in science experiences, "sight walks" with nature, etc.

22. encouraging proper reading practices both silently and orally in school and at home

23. helping each develop into better leaders and followers

24. participating <u>actively</u> during rhythms, games, music, etc.

25. using flash cards, games, and other devices to provide additional practice when needed

III. The Para-Professional Helps the Teacher Help the Child

Para-professionals assist and relieve the teaching staff of many clerical, monitorial and certain instructional tasks, in order that teachers may devote more time to their professional responsibilities. By teacher, para-professional conference the individual needs of students can be identified and help given accordingly.

The evolving <u>team</u> situation of two or more adults allows for varied instructional procedures to meet specific needs of individual children. Teachers need to develop skill in recognizing, developing, and utilizing the special abilities of the para-professional assigned to assist them in creating a more productive climate for learning.

III. The Para-Professional Helps the Teacher Help the Child (continued)

A. The Para-professional can help the teacher to help the child by

1. gathering materials for use with children
2. helping with bulletin boards and materials constructed by the class
3. supervising the group during temporary absence of teacher
4. preparing equipment for both instructional and non-instructional use
5. collecting and distributing materials for class and individual activities
6. helping with the follow-up and enriching the learning experiences after the lesson taught by the teacher
7. supervising one group so that the teacher(s) can work with another group
8. performing non-instructional and teacher directed duties that will free the teacher to work closer with the children
9. informing the teacher of any individual educational or health problems encountered while working with the children
10. working in areas where she is qualified under the instruction, direction and supervision of the teacher
11. providing for the teacher a period for planning
12. seeking outside resources, materials and people to further aid students
13. assisting in the cafeteria to foster desirable eating habits
14. demonstrating skills in physical education, music, art, etc.
15. making charts and devices for use in arithmetic, reading, etc.
16. assisting in planning lessons for the day

A. The Para-professional can help the teacher to help the child by (continued)

17. assisting the teacher in preparing tests and games

18. assisting with field trips

19. helping with housekeeping chores

IV. Inter-relationship of Teacher and Para-Professional:

Roles of the four levels of Carroll County para-professionals, and the differences between the role of the professional in charge of the classroom and the para-professional in the teacher's charge needs to be clearly understood by both the para-professional and the teacher. (See Career Lattice).

Teachers need to analyze their own role in an evolving team situation. As professionals, they are accountable for the structuring and restructuring of available resources, both human and materialistic, in order to create a learning environment which is relevant to the needs of the pupils.

Teachers must be familiar with the para-professional career lattice in order to fully utilize the potential of the para-professional in her charge and to be prepared to make appropriate differentiated assignments accordingly.

Teachers need to develop skill in recognizing, developing, and utilizing the special abilities of the para-professional. These para-professionals are not substitute teachers except in special cases approved by the Assistant Superintendent for Federal Programs.

Para-professionals are assigned by the principal to the teacher, the teacher plans with the para-professional the daily task assignments. These assignments are subject to approval of the principal and the supervisor(s) of para-professionals.

A. Ways the Para-Professional can Help the Teacher

The para-professional can help the teacher by

1. doing instructional clerical work on records

2. giving ideas and suggestions gained from classes and research

3. scoring objective type tests

IV. A. Ways the Para-Professional can Help the Teacher (continued)

4. filing instructional materials and records for the individual teacher
5. taking inventory
6. collecting money
7. getting supplies and teaching materials ready prior to the lesson
8. supervising seatwork
9. securing data on pupils such as survey, test, personal
10. relieving teacher of chores to allow time for planning
11. assisting with sick children
12. assisting with field trips
13. assisting with audio-visual equipment
14. making teaching aids
15. supervising the class during temporary absence of teacher
16. being aware of the teacher's needs and problems and seeking opportunities to give assistance
17. helping those children who have been absent
18. ordering materials requested by teachers
19. helping set up "interest corners"
20. assisting students in the library
21. checking invoices for teachers
22. correcting workbooks using answer sheets
23. correcting seatwork using answer key
24. scoring standardized tests with a key

V. Role of the Para-Professional and Other School Staff

Through the combined efforts of the school staff and faculty, there can be a smoother running, more efficient total school. Therefore, the relationship of para-professionals, bus drivers, custodians, and cafeteria personnel should be one of harmony and flexibility. If the relationships function properly, they should each contribute to the other's efficiency and therefore make the school program better for educating children.

A. Specifics

1. Assisting on field trips with bus details and conducting tour of the site.

2. Promoting better community, student, and school relationships and respect for staff personnel such as bus driver, custodian, and cook.

3. Developing within the children appropriate habits of nutrient, cleanliness and eating.

VI. Para-Professional Role in the Community

The para-professional can be a dynamic force in improving the relationship of the school with the community by being a "good will ambassador" between the school, the parents and the community through:

1. working with PTA programs (if after duty hours work is in tasks related to regular duties, that time will be counted as paid time.)

2. helping with 4-H Club

3. helping with Scouts

4. assisting with home visits

5. promoting the participation of parents and other community patrons in school matters

6. knowing the full range of services and programs offered by the local school and the Carroll County School System and explaning these to people in the community. (Ex. Title I, Adult Education, Title VI, Title III, etc.)

VI. (continued)

7. Telephoning parents in case child is ill or injured...(as directed by principal)

   a. Stay with child until parent arrives.

   * b. Make the child as comfortable as possible.

   c. Give certain types of first aid.

* Be familiar with limitations of first aid. Be familiar with special instruction as per emergency procedures for the child.

VII. Things Para-Professionals should not do:

A. discuss the needs of the child to anyone except the teacher, principal or resource specialist

B. assume sole responsibility for a group of children for an extended period of time without planning with, and supervision by the classroom teacher

C. be with children on playground without the teacher, unless special provisions are provided by school authorities

D. anything that requires special training over and above the para-professional's level of competency

E. serve as a substitute teacher

F. take the place of other regular school personnel, (to perform instructional tasks usually reserved for such specialist as secretary, music or art teacher, custodian or cafeteria personnel.)

G. have full responsibility for extra curricular activities

INTRODUCTORY STATEMENT TO CAREER LATTICE

The primary purpose of the Career Lattice is to establish goals and levels of responsibilities for the para-professional staff in the classroom. Each step reflects the differences in an aide's skill, task, responsibilities, and education attainment. As the areas, she will be better qualified to assist the teacher and to help children overcome educational-learning difficulties.

Para-Professionals, through participation in the Carroll County Career Opportunity Training Program and other educational activities, may make steady progress up these career lattices or they may pause, and then resume their upward progress later. The Career Lattice also has horizontal mobility for specialization in areas of primary interest to the para-professional.

The Career Opportunity Program (COP) is a teacher training program designed to help individuals who are interested in working and furthering their education to attain either the level of professional teacher or the level of a licensed teacher aide. Para-professionals are specifically trained to help the culturally disadvantaged and underachieving students. In Carroll County the para-professional is employed by either Title I, Head Start, Adult Education, or Title III ESEA and works in schools which have high concentration of students from low income homes.

The Career Opportunity Program provides resources for payment of instructors, tutors, stipends, books and instructional material so that educational opportunities are possible for the para-professional. The para-professional is supervised by personnel employed through the various federal programs including Title I ESEA, Head Start, Adult Basic Education, Career Opportunity, Title III ESEA and local and state personnel such as principals, teachers, and county supervisory personnel.

The Career Lattice for the para-professional is designed to encourage para-professionals to give serious consideration to a lifetime career in educational services. The para-professionals are adults who are serious about acquiring meaningful jobs and opportunities for professional mobility. At all levels of career advancement, Step 1-IV, the para-professional is encouraged to complete her training to become a completely certified professional.

CARROLL COUNTY CAREER OPPORTUNITY

CAREER LATTICE

DEGREE AND LICENSED PROGRAM

STEP I. Beginning Teacher Aides (0-29) Semester hours of credit (For salary information see Appendix I)

A. 0-14 Semester hours B. 15-29 Semester hours

Training Program:

At this level the aide is to be offered and required to take a minimum of two credit courses each semester. She will also take courses during the summer.

Qualifications:

High school diploma or equivalent or begin G.E.D. Program schooling.

Begin college credit classes

Serve one year at beginning salary, this is a year to be served as orientation in the Carroll County School System. The beginning teacher aide will receive in-service training from teachers and experienced para-professionals.

Duties such as:

Instructional clerical, keeping records, helping to supervise playground, cafeteria, study or practice periods.

Aide can perform duties such as reading to children or listening to children read.

Playing games

May assist in writing, math and other areas after teacher initiates instruction

Set up, operate and put away audio-visual equipment as training or experiences allow

STEP II. Teacher Aide (30-59) Semester hours of credit

A. 30-44 Semester hours B. 45-59 Semester hours

Aides, not in a degree program, may accumulate college credit for any credit course taken. This keeps the notion of movement through the Career Lattice based upon college credit, however, it permits the aide to select any desired and locally approved course from any accredited institution according to the individual goal and desire of the aide.

Caution: Teacher aides continuing in the degree program should ascertain that courses selected under these circumstances, will be acceptable in their respective degree programs.

At this Step II level the aide will be offered two credit courses each semester. She will also take courses offered during the summer. She will be required to take any four during a contract year.

Qualifications:

Minimum of 30 semester hours college credit

Has satisfactorily served at least one year in Carroll County as a teacher aide.

Continues to attend required classes or has approved equivalent college credits.

Duties:

More relationship to instructional process

Plan with teachers

Assisting small groups and individuals

Can maintain an orderly classroom situation if teacher is absent for part of a day

Perform duties from Step I, as needed

STEP III. Para-Teacher and Licensed Teacher Aide

A. 60-74 Credit hours B. 75-89 Credit hours

Training Program

Teacher aides, through participation in a Training Program (C.O.P.), may make steady progress through continuous education in her chosen field on the Career Lattice as a Licensed Teacher Aide.

The program is designed to permit optional choice for the para-professional when she attains 60 semester hours of college credits. At that point she may either apply for career placement in the Professional Field, or continue the upward and horizontal mobility of the Licensed Teacher Aide.

Qualifications:

Minimum of 60 semester hours of college credit

Has served one year in Carroll County as teacher aide

The teacher aide will be licensed with 60 semester hours college credits and 3 years satisfactory work as an aide. (Classes previously taken in Carroll County before C.O.P. courses should add (2) credits each toward the 60 hours required for license.)

Recommendations that the state of Virginia adopt a licensing policy for para-professionals.

Duties:

Cooperative planning with teachers

More responsibility with less supervision from teachers.

Prepares lesson plans for individual or small groups, with plan to be approved by teacher or principal

Helps with Beginning Aide orientation

Performs duties from Step I and II, if needed

Step III. (continued)

Training Program

Licensed teacher aides will be offered two courses each semester for two semesters and will be required to take a minimum of two courses per year. Teacher aides at this level should not be required to take summer courses. The option to take any classes being offered in the summer is open to the teacher aide at this or at the next higher level.

Para-professionals entering Step III should consider establishing the goal of graduation from a four year teacher training institution. They are now at the halfway point toward that goal. They should seek advice and counseling from that institution from which they propose to graduate.

STEP IV. Intern and Licensed teacher aide

A. 90-104 credit hours B. 105-120 credit hours
C. over 120 credit hours

At this level it should become apparent that the role of the regular teacher, team leader has changed from teacher to supervisor, resource person etc. The para-teacher and the teacher will function as a well coordinated team. The Intern will gradually assume an increasing number of classroom duties, until she becomes competent in assuming responsibility of teaching duties for specified periods of time.

During, and upon completion of A of this step the para-teacher should consider taking a leave of absence to complete her degree.

Licensed Teacher Aide

The Licensed Teacher Aide will further her training in chosen field of specialization such as Library Science, Early Childhood, reading, physical education, art, music, special education, audio-visual, guidance or other.

Duties:

Plans for lessons in chosen field, teachers, grades and records. These are to be approved by teacher or principal.

Perform duties from Step I, II, and III as needed

GENERAL POLICY FOR CLASS PARTICIPATION

CAUTION: THE PARA-PROFESSIONAL AT ALL LEVELS MUST BE COGNIZANT OF THOSE CLASSES WHICH REQUIRE PRE-REQUISITES AND IF THEY DO NOT MEET THOSE REQUIREMENTS DUE TO FAILURE TO TAKE PREVIOUSLY OFFERED CLASSES,, THEY WILL BE RESPONSIBLE TO TAKE THE NECESSARY APPROVED CLASSES AT AN INSTITUTION OF HIGHER EDUCATION. CLASSES NOT A PART OF THE REGULAR CAREER PROGRAM MUST BE REVIEWED AND RECOMMENDATIONS FOR APPROVAL BE MADE BY THE ASSISTANT SUPERINTENDENT FOR FEDERAL PROGRAMS TO THE DIVISION SUPERINTENDENT.

EXCUSE FROM CLASSES:

Requests for excuse from classes must be made in writing each semester at least one month prior to the beginning of the university class. Requests for excuse from class attendance is to be made to The Assistant Superintendent for Federal Programs who will process and forward his recommendations to the Division Superintendent for Board action.

With reference to period of work:

The para-professional personnel is employed for 6 hours per day to work with educationally, culturally, economically, and physically deprived children, in planning with teachers, or other duties as directed by the teacher or principal. Para-professionals will be required to attend in-service training classes for college training. Furthermore, the para-professional will participate in evaluation and other functions under this program as required by the party of the first part.

Transfers:

A para-professional wishing a transfer within the school system should make request in writing to the Assistant Superintendent of Federal Programs. A copy of this letter must be sent to the principal.

Personnel may be transferred by the Division Superintendent if in his judgment, it is for the welfare of the employee or the system in general and as long as there is no decrease in the salary of the person being transferred.

The decision will be based upon the effect of the transfer on the total instructional program of Carroll County and the interest of the para-professional.

Resignations:

The contract may be terminated by either party by written agreement of 30 days before termination date.

Social Security:

All personnel are covered by Social Security. Currently 5.85 percent of the annual salary up to $10,800 will be deducted for Social Security.

Retirement:

A Compulsory Retirement Age for para-professionals is set at age 65. This means retirement for any para-professional who is 65 or older at the opening of the school year, and such para-professional will not be offered a contract for the year 1972-73.

Evaluation Procedure:

Para-professionals evaluation forms are to be distributed to all para-professionals in September.

Para-professionals new to the school system are to be evaluated in November and April.

Para-professionals who have been in the school system are to be evaluated in April.

Each para-professional is to complete a self evaluation.

The principal, teacher or para-professional may request another administrator to aid in the evaluation.

The superintendent is to approve the rating form as submitted by both the para-professional, teacher, and the principal.

Evaluation forms for para-professionals new to the system are to be turned in to the Assistant Superintendent for Federal Programs' office by December 1.

After approval by the superintendent, para-professional, teacher, and principal, the evaluation form becomes a part of the para-professional's personnel folder.

Tuberculosis Test:

As a condition to employment and requisite to continuation thereafter, every public school employee, including but not limited to teacher, teacher aides, administrators, cafeteria workers, janitors, and bus drivers, shall annually submit a signed certificate by a licensed physician stating said employee appears free of communicable tuberculosis. Such certificate is to be based on recorded results of those X-rays, skin tests, and other examinations, single or in combination, as deemed necessary by the physician and which have been performed within the twelve month period immediately preceeding the beginning of the school session.

PROFESSIONAL POLICIES (continued)

Tuberculosis Test (continued):

There will be a date scheduled at the Health Department each year at which time a free test may be secured. A form will be furnished which must be filled in and signed by the doctor in charge.

Special Trips:

Special trips must be approved by the Superintendent of Schools. This request must be in writing, approved by the principal and the Assistant Superintendent for Federal Programs, and sent to the School Board Office at least five (5) days before the scheduled time for the trip. Unless a teacher aide in on special expense account, they can anticipate $20.00 a day for two days (maximum $40.00) plus a credit card for gasoline (to be picked up from School Bus Supervisor, or School Board Office). All requests for reimbursement for special trips must be accompanied by hotel bills and receipts for meals. Trips will be reimbursed when the person is a direct representative of the school system and is approved as such.

Cumulative Records (students):

A uniform cumulative record, provided for each pupil, is a source of pertinent data of a pupil throughout his entire school life in Carroll County. All pertinent information concerning the pupil is to be entered for each year of attendance in Carroll County Schools.

Cumulative records must be periodically examined, updated and revised; the teacher aide can assist with this.

Cumulative folders are confidential materials. This information should be shared fully by all professional staff with the goal of a better understanding of the pupil.

The data contained in a cumulative folder is of vital significance to the teacher and to the school system. Since some of the data is permanent and not subject to change, the cumulative record should contain: Typed or written in ink(preferably black):

pupil's name
parent's name
birthdate, birth certificate no.
test scores
grades
health records, etc.

PROFESSIONAL POLICIES (continued)

Cumulative Records (students) (continued)

Data subject to change should be written in pencil. Such as:

occupation of parents
number of children in family
address
telephone number
etc.

School Day Schedule:

It is the responsibility of the principal to establish a working day for the para-professional of his staff that will meet with the needs of the child and will agree with the school board policy.

Para-professionals should consult with the principal when need for emergency absence from the building arises. The para-professional work hours are specified according to contract.

Substitute Para-professional

Substitute para-professionals are not to be employed until after the principal, who knowingly will have personnel absent for an extended period, has approval from the office of Assistant Superintendent for Federal Programs.

A substitute para-professional is defined as a person not under contract as a regular para-professional who is employed during the regular para-professional's absence. Substitutes approved by the Superintendent of Schools may be employed by the principal. Substitutes must be at least 18 years of age and a high school graduate.

Substitute para-professionals will be paid by the respective program. The substitute para-professionals will be paid $1.75 per hour. The substitute para-professional should come from a prospective list of para-professionals during the time she works; this time should be considered as an orientation period.

Sick Leave for Para-Professionals

Sick leave for each para-professional is 5 days-level I&II, 9 days-level III&IV on career lattice per year, to be accumulated to a maximum of 45 days. Sick leave may be used for those reasons covered by

PROFESSIONAL PLOICIES (continued)

Sick leave for Para-Professionals (continued)

the guide for teachers. A certificate of para-professional's absence must be filled in and sent to the office of the Assistant Superintendent for Federal Programs. (A copy of the guidelines for teachers is available in the Principal's Office.)

Personal Leave:

Para-professionals are entitled to 3 days of personal leave under the same guidelines as teachers. (Copy of guidelines for teachers is available in principal's office).

Para-Professional Representative:

Representatives are elected annually by each school through democratic procedures to serve as liaison between para-professionals, teachers, principals, and other administrators.

Professional Organizations:

Affiliation with Carroll County Education Association, Virginia Education Association, and National Education Association is available to all para-professionals. Para-professionals can join the CEA, VEA and NEA. They are allowed to attend conferences held under the auspices of these organizations without loss of time.

(See special trips)

Procedure of Concern:

Para-professional should follow these procedures when faced with a concern or grievance. The supervising teacher should be contacted first and every effort made to resolve the matter. If this is unsatisfactory, effort will be made at each of the following levels of responsibility until all avenues are exhausted.

a. The Principal
b. The Supervisor of Para-professionals
c The Assistant Superintendent of Federal Programs
d The Superintendent
e. The School Board
f. Other constitutional avenues

PROFESSIONAL POLICIES (continued)

Behavior and Discipline

Behavior is a manner of conduct; it is the way one behaves with respect to property or morals. It expresses external appearance or action.

Discipline may be defined as the control which an individual imposes upon himself-self-discipline in recognition of his obligations to others and to himself.

Discipline is the responsibility of the classroom teacher. Teachers are encouraged to handle their own discipline problems insofar as possible. In extreme cases, the teacher should ask the assistance of the principal and the decisions will be made jointly concerning the welfare of the student.

Parents should be part of the total disciplinary program. When parents are informed, they are better able to cooperate with the schools.

Aides should share the responsibility with the classroom teacher in disciplinary area.

Corporal Punishment

Corporal punishment may be used after all other corrective measures have been used without success. A faculty member, in addition to the para-professional administering the punishment is to be present. Punishment shall not be administered in anger nor should a child be struck over or about the head.

Time Sheets for Para-professionals

Para-professionals are considered by the Federal Wage-Hour Division to be non-exempt employees. They must be paid in accordance with the minimum wage, overtime pay, and equal pay requirements of the Federal Wage-Hour Division. They are subject to minimum wage laws and are required to submit a record of their hours worked each workweek. (See Appendix II).

HEALTH AND SAFETY

Health Services

Physical inspections of all pupils are made by the classroom teacher and the para-professional. The results of this examination are recorded on the pupil health card in the cumulative folder.

HEALTH AND SAFETY (continued)

Health Services (continued)

Teachers and para-professionals will work cooperatively with the Title I school nurse, the visiting teacher and Title I Social Worker Aide concerning health problems of children under Title I. Title I children should be linked with other Federal Programs such as Head Start, Title VI, etc. whenever needed services are available.

Sickness and Accidents:

Pupils

First-aid supplies are available in each school.

The parent or responsible adult should be notified at once should a pupil become ill or injured at school. Up-to-date emergency procedure forms should be maintained on each pupil.

Pupils, and para-professionals should be encouraged to have some type of insurance protection either private or through the insurance companies approved by the Carroll County School Board. Pupils and para-professionals bear the cost of this insurance.

No medicine of any type is to be administered to students unless ordered by physician. This includes cough syrups, aspirin, tooth-ache drops, and other types of patented medicines.

It is the policy of the Carroll County School Board that each child must be closely supervised at all times when he is in the responsibility of the school. This is especially important should a child need to remain temporarily in school when ill or injured.

School Board Employees Workman's Compensation:

All School Board Employees are covered by Workman' Compensation.

Insurance for the para-professional is available through companies approved by the Carroll County School Board. Individuals must bear the cost of this insurance. Additional information on group hospital insurance is available at the office of Federal Programs. (Blue Cross, Blue Shield, Horace Mann Health, etc.)

HEALTH AND SAFETY(continued)

Fire Safety: The Para-Professional must be aware of pupil and personal safety at all times.

Fire drills, as required by state law, must be held once a week during the first month of school and once a month thereafter.

Teachers and para-professionals should exercise every precaution in the use of safe decorations for special seasons and/or assembly programs.

Exit lights must burn continuously.

Smoking in elementary and intermediate school buildings is prohibited except that teachers and para-professionals shall be permitted to smoke in teachers' lounges. High school pupils may be permitted to smoke according to school regulations.

Para-professionals must be completely familiar with fire safety procedures for each of their work stations.

Building Safety:

All exit doors must be unobstructed and equipped with panic bars.

Periodic safety checks shall be made by school personnel and an outside agency and reported to the principal. Recommendations from the para-professional to make the building more safe as well as more pleasant should be made to the principal.

Halls must be clear of debris and obstruction at all times.

Principal is responsible for the safe condition of the building at all times and may take necessary action to remove students and staff from the building whenever appropriate.

Field Trips:

Field trips are an essential part of every curriculum. A request for permission to take planned trips for the year is submitted to the School Board at the beginning of the year. Special permission may be granted for other field trips throughout the year.

CAREER WAGE SCALE FOR CARROLL COUNTY
PARA-PROFESSIONALS

Para-professional experience credit applicable to the salary scale, shall be allowed as follows. Example:

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*Bases for scale 1. 6 hr/day
2. Minimum wage of $1.60/hr.
6 hr/day X 181 days = 1086 hours X hourly wage

$1738	Step	A-$1.60	ABE	Level Employee
$1846	Step	B-$1.70	GED	Candidate for Equivalency Certificate

The following Scale applies to those para-professionals enrolled for college work:

PAY STEPS		SEMESTER HOURS	HOURLY WAGE		*(Example of) ANNUAL SALARY 181 days of 6 hrs eac
I	A	0-14	1.75 X 1.0 =	$1.75	$1,900
	B	15-29	1.75 X 1.1 =	$1.92	2,085
II	A	30-44	1.75 X 1.2 =	2.10	2,281
	B	45-59	1.75 X 1.4 =	2.45	2,661
III	A	60-74	1.75 X 1.6 =	2.80	3,041
	B	75-89	1.75 X 1.8 =	3.15	3,421
IV	A	90-104	1.75 X 2.0 =	3.50	3,801
	B	105-120	1.75 X 2.1 =	3.68	3,996
	(Degree Level Should Be Reached At 120 Semester Hours)				
	C	Above 120	1.75 X 2.2 =	3.85	4,181

*Note: Annual salary varies as the number hours per day X length of contract varies.

All personnel with positions above Step IA must serve a 1 year probation period after which they shall be placed at the pay step equivalent to the level of training. Any para-professional unable to complete the current year, but has completed 1/2 or more of the current operational days, one year credit will be given.

Example: General contract year for para-professional 181 days. The para-professional who does complete 91 days will receive credit for 1 year experience.

NOTE: Allowance for pay will be made for all previous work, credit or non-credit, on file in Central Office, non-credit work previously approved by Title I, Title III will be computed @ 30 class hours equivalent to 2 semester hours.

CARROLL COUNTY PUBLIC SCHOOLS
Employee Weekly Time Claim
Federal Programs

NAME:_____ PLACE OF EMPLOYMENT:_____
Last First Middle

DATE: Week Ending_____POSITION_____

Instructions: Enter the total number of hours worked in the square corresponding to the date on the calendar.

	Monday	Tuesday	Wednesday	Thursday	Friday	
DATE In: A.M.						
Out: Noon						
In: P.M.						
Out: P.M.						
Hours						
Extra hrs. From_____ To_____						Week
Total Hours						

Regular hours worked_____ Rate $_____ Amount due $_____

Overtime hours worked_____ Rate $_____ Amount due $_____

Total Amount due$_____

Signed_____
Employee

Approved_____
Title

Appendix II

CARROLL COUNTY PUBLIC SCHOOLS

FOR FEDERAL PROGRAMS

TITLE I ESEA PL 89-10

Name _____ School _____

Teacher aides Summary of Employment to be submitted to Office of Director of Federal Programs at the end of each month.

Month	Work Days	Total work days this year
August September	_____	_____
October	_____	_____
November	_____	_____
December	_____	_____
January	_____	_____
February	_____	_____
March	_____	_____
April	_____	_____
May	_____	_____
June	_____	_____

Signature of Principal _____

Signature of Aide _____

Please keep one copy for your file, return one each month with a progressive report by month giving all previous months to date and return one final copy completed at the close of 182 days employment.

CARROLL COUNTY PUBLIC SCHOOLS

FEDERAL PROGRAMS

CERTIFICATE OF ABSENCE

TITLE I ESEA

Carroll County School Board

Teacher aide_____Month_____19____

School_____

I hereby certify that I was absent from my duty on the following dates:_____

_____

Name of substitute_____worked in my position on the following dates_____and I understand my annual compensation will be so adjusted.

Signature of Aide_____

Signature of Principal_____

Instructions: Prepare in triplicate. Return original and one copy to Office of Federal Programs.

SELF EVALUATION OF
PERSONAL AND PROFESSIONAL QUALITIES OF TEACHER AIDE

CARROLL COUNTY PUBLIC SCHOOLS
TITLE I ESEA
FEDERAL PROGRAMS

NAME OF AIDE _____

SCHOOL _____

PLEASE RATE YOURSELF IN THE FOLLOWING AREAS.

I Personal and Professional Qualities - I feel that I ..	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY
1. Have a love for and an interest in children					
2. Have a neat personal appearance					
3. Demonstrates enthusiasm for my work					
4. Am alert and open minded					
5. Am tactful, fair, and consistent with students					
6. Am tactful, fair, and consistent with teachers					
7. Am tactful, fair, and consistent with other aides					
8. Am adaptable and respect new ideas					
9. Am punctual in the performance of duties					
10. Am physically fit					
11. Am emotionally balanced					
12. Have adequate voice quality					
13. Have a sense of humor					
14. Accepts constructive criticism and praise with poise					
15. Am proud of the position and promote respect for it					
16. Am willing to share responsibility and assigned duties					
17. Make use of recent educational research and related literature					
18. Am professional in discharging the duties of my job					

	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATISFACTORY
19. Have an understanding of child growth and development					
20. Have a concern for parents and community					
21. Take advantage of opportunities to improve academically and culturally					
22. Have good command of the English language both oral and written					
23. Can keep school problems of any nature confidential					
24. Can keep school information confidential					
25. Am on the job promptly					
26. Can work cooperatively with the teachers					
27. Puts the welfare of pupils first					
28. Help pupils achieve					
29. Keep accurate and neat records					
30. Care for and use available teaching equipment					

II. What is your overall ration of your position?
Superior, Above Average, Average, Below Average, Unsatisfactory

Do you have formal conferences with your principal? yes no

Approximately how many? _____

How many conferences have you had with your teacher? _____

DATE: _____ _____
SIGNATURE OF PRINCIPAL

DATE: _____ _____
SIGNATURE OF TEACHER

DATE: _____ _____
SIGNATURE OF AIDE

COMMENT: (USE BACK OF THIS SURVEY FOR ADDITIONAL SPACE)

How my employment has helped educationally disadvantaged children.
What might be done to improve my services to all those to whom I feel responsible.